The Church School Teacher

UME XXVII SEPTEMBER 1958 Number 7

PACIFIC LUTHERAN THEOLOGICAL SEMINARY LIBRARY

AGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOL. XXVII No. 7
SEPTEMBER 1958

LAEL H. WESTBERG
Editor

PATRICIA LUNDQUIST
Assistant

G. KENNETH ANDEEN
GEORGE P. BERNARD
FRANK A. BONANDER
RALPH R. LINDQUIST
Editorial Advisory Committee

COVER PHOTO BY
H. Armstrong Roberts:
"WORLD SERIES TIME"

CONTENTS

ARTICLES PAGE

P. E. MONTH AT ST. JOSEPH 3

SUGGESTIONS FOR YOUR NEXT THREE STAFF MEETINGS 7

HELPS ARTICLES

KINDERGARTEN 11
PRIMARY 15
JUNIOR 19
INTERMEDIATE 23
SENIOR 26

CALIFORNIA CONFERENCE IN ACTION ... 30

POETRY

POET'S PLEA 32

EDITORIAL

PRESESSION 1

Published and printed monthly except during July and August by the Augustana Book Concern, 639 38th St., Rock Island, Ill., under the auspices of the Board of Parish Education of the Augustana Lutheran Church. LAEL H. WESTBERG, Editor, 2445 Park Avenue, Minneapolis 4, Minnesota. Yearly subscriptions: five or more to one address, $1.00 each. Single subscriptions, $1.25. In changing address give both old and new address. All literary contributions should be sent to the editor. Address all business correspondence to Circulation Department, Augustana Book Concern, Rock Island, Ill. Entered as second-class matter December 24, 1931, at the post office at Rock Island, Ill., at the special rate of postage provided in Par. 4, Sec. 538, P. L. & R., Act of February 28, 1925. PRINTED IN U. S. A.

The Church School Teacher

Vol. XXVII SEPTEMBER 1958 No. 7

Presession

by THE EDITOR

WELCOME back, readers. We hope you have had a happy summer with days of relaxation; and that you are ready for the busy times ahead. And, busy times they will be—more youngsters in class—more oldsters (the reports are that adults are asking for revived emphasis on the Bible class)—and more mediansters.

We Must

All this says we must be stirring, with more hours spent in teacher preparation. That means there must be regular monthly teachers meetings with one hundred percent attendance.

We will be working hard to make THE CHURCH SCHOOL TEACHER your little five by eight helper. This year there will be Christian Growth "helps" articles every month. For the first time we shall be editing primarily for Augustana readers and can be more specific. Readers from synods other than Augustana will benefit from this pin pointing.

A new CST department will be the question box. We start it next issue. Have a question? A problem?

Bargains

In the April issue I recommended Dr. Paul Vieth's book, *The Church School,* mistakenly indicating its price as $2.50. The correct price is $3.50. No mistake about the book, however. It is still a bargain.

The Augustana Book Concern has a stock of reprints of an article published some time ago in the International Journal of Religious Education. The article is entitled "Helping Boys and Girls to Know Jesus." Every teacher should have a copy. Price 10¢ each, $7.50 per 100 plus postage.

A few years ago the Board of

Parish Education produced picture sets for use with *The Christian Growth Series* kindergarten and primary courses. The kindergarten pictures have been sold out, but there are some primray sets left. The pictures, 17" by 12", are almost all Bible subjects. There are eighteen to a set. They are being sold at cost, $3.00 per set. Most church schools need teaching pictures. These sets are an excellent bargain. Order from ABC.

Mail Call

We have word that twenty year old Sunday school teacher Frk. (Miss) Kerstin Wiberg, Uppsalagatan 18 a, Malmo, Sweden, wants to exchange correspondence with an American teacher. She specifies a correspondent of her own sex. But what frk. wouldn't welcome male mail?

Modern Map

LIFE magazine's modern map of Bible lands is now available as a four color reprint (24" by 50") from Department B Life, Time and Life Building, Rockefeller Center, New York City. A check or money order must accompany your order. $1.00 each, 75¢ each for 10 or more.

Now that we are all present, and the free advertising is over, let's move into the lesson proper.

Bible History Articles for Teens

A series of three articles on "Our Bible—How It Came to Us" will begin in the October 19 issue of TEEN TALK.

This highly illustrated series starts with the writings of ancient peoples, even before the time of Christ. It tells of their being copied and circulated in households, temples and synagogues, generation after generation.

These articles trace the different forms of the written word —from scrolls to modern-day books. They tell the story of people who struggled against great odds in order to translate and print Bibles in languages which people could understand and even read for themselves.

Through these articles your teen-agers will become acquainted with the most important Bible translations which have appeared through the ages—including the recently published Revised Standard Version.

We suggest you encourage your youth to read and study this series.

This question was asked the Rev. Frans Victorson last July: "How come your congregation has such a successful Parish Education Month?" Here is his reply.

P. E. Month at St. Joseph

by FRANS VICTORSON
Pastor, Saron Lutheran Church
St. Joseph, Michigan

RIGHT now during the month of July our next year's program is being laid out in detail. We begin with the first Sunday in Advent and continue through Judgment Sunday of 1959. Very early in our planning the parish education schedule is set up and of this, Parish Education Month gets a great deal of attention. Right about this time of year we are looking for the excellent material that is sent out by the Church's Board of Parish Education. We select with care the tracts which are to be used each Sunday in the church bulletins. Generally a special parish education pamphlet is sent out in the Parish Letter which has a detailed scheule of events for Parish Education Month.

The first big day that is planned for is Rally Day. This year it will take place on September 14. This day is exactly what the name implies—a rallying of the forces. In preparation, cards and letters are sent to all the children of the church school and to the staff. Since we have no let-up of church school activities during the summer months Rally Day is more or less a focal point from which to begin the emphasis of parish education. It makes the parish conscious of the observance of the month and that the Church is dedicated to the task of Christian education at all age levels. Each department of the church school arranges a Rally Day program which is complete with the giving of Rally Day pins or tags and the announcing of the emphasis in the coming weeks. Rally Day is a gala affair, a shaking down, so to speak, for the fall program. We take the attitude that the program is con-

tinuous and use Rally Day as an impetus rather than a starter.

The second Sunday in our observance is also a festive occasion. This is promotion Sunday for which the children have been prepared. We do not go into extravagances of caps and gowns as some congregations do but point up both for students and staff that a year's objectives have been achieved. Each department has its own graduating exercise and at a given moment the superintendent arrives to take those who are moving from one department to another into their new class rooms. This again is an opportunity to emphasize the care with which we hold each child through his parochial training and leaves no doubt in the minds of the parents how important it is that each Sunday lesson be learned. Certificates are given to the children who graduate from one department to another up through the intermediate group. The whole operation takes on the air of a commencement exercise. It has worked very smoothly because of meticulous advance preparation. All the pupil promotions from department to department, as well as class to class within the departments, have been recorded by the church school secretary. Only minor adjustments have to be made after the actual promotion. Children coming out of the Cradle Roll, for example, do not start class until October 1st. They have made previous visits, of course, with their mothers and they have been contacted by letter from the church school office, but their actual program starts the first Sunday in the following month.

Appreciation Dinner

Between Rally Day and St. Michael's Day the church school teachers recognition dinner is held. It is held on the same night of the month the church school teachers meeting is held, and therefore, has had a year's publicity. This is a complimentary dinner given by the congregation for the church school and vacation church school teachers and administrative staff. This is a high point for the teachers as it is at this dinner that the perfect attendance awards are given together with an expression of appreciation on behalf of the congregation. A special program including music and a guest speaker is planned. Last year, for example, we had Dr. Gerald K. Johnson of Chicago, who gave a magnificent address which was a real inspiration to our teaching faculty. The evening is usually planned to be a leisurely affair without the press of other commitments.

Last comes St. Michael's Day which is the climax of the month's activity. Here again, much prepa-

ration has gone into the special services and into the advance publicity. A matin service is held for the children in the sanctuary and each department is assigned to individual pews. Weather permitting, this year they will march in a processional from the south entrance, around the sidewalk to the east entrance with a crucifer and the children's choir leading them. At this service I do not preach from the pulpit (in fact, I never do at any children's matins and we have four a year) but stand down on the first riser and then as I progress I step down to the floor level and am practically in the midst of the children. Following the sermon the perfect attendance awards are presented, an inspiring sight.

A Lifetime Concern

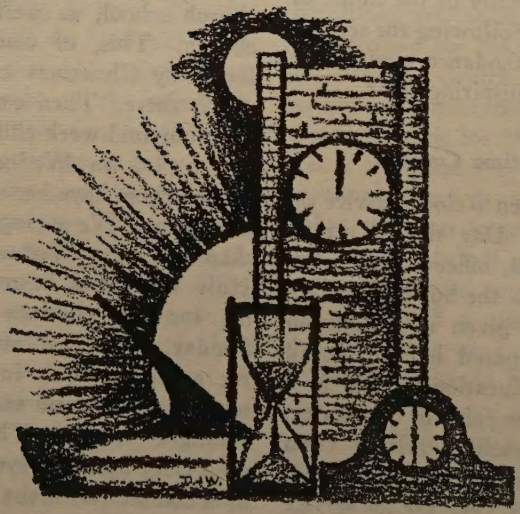
At the eleven o'clock service on St. Michael's Day the church school teachers, officers and assistants, as well as the bus drivers, are installed and given a recognition certificate prepared by the Board of Parish Education. This is a very impressive point in the service, with the teachers arising from every part of the nave and proceeding to the altar. We use the service that has been recommended by the Board of Parish Education and find it most appropriate. The sermon and the music for the day have been geared to the parish education emphasis, which usually includes a reminder of the church's concern for its children from the time parents meet with the pastor in the pre-baptismal counselling session through the rest of their lives.

No Ending

Although St. Michael's Day observances bring Parish Education Month to a close there is a constant emphasis here on parish education. The next big emphasis will come during Advent season when Advent wreaths and the whole Advent program are reviewed in the church school, as well as in the church. This, of course, is followed by Christmas and our emphasis there. Then comes Lent with our mid-week children's services held on Wednesday afternoons; these have become quite an institution. We averaged better than 100 every Wednesday. Then Holy Week and Easter with matins for the children on Easter Sunday. Pentecost also comes in for a big emphasis in the church school with a matin and a specially arranged service. This year we used three beautiful symbols drawn by a commercial artist to illustrate the lesson. Recently I purchased a white artificial dove that I accidentally came across. It will be used for next year's Pentecost sermon to the children. National

Family Week is again a point of emphasis in the church school, as well as in the church. We have used "Pages of Power" for the last four years and it, along with the Advent emphasis, gives a real assistance in establishing and maintaining the family altar.

There is more, of course, that could be said but at least this résumé will give you the gist of our Parish Education Month program here. We say that the month is indeed a stimulus if consistently geared to the church program. We look forward to it and capitalize on it for the improvement of our program.



Suggestions for Your Next Three Staff Meetings

► For Your September Meeting

The purpose of the September meeting should be to study and make detailed plans for the October Sunday school sessions. The following is a suggested plan:

Bible Study—thirty minutes. The theme is "The Way of Salvation," with this outline: (If possible, the pastor should lead the Bible study.)

I. Old Testament
  A. God's greatness and holiness
    Isaiah 6:1-4; Genesis 1:1; Ecclesiastes 3:11; Psalm 46:10; 135:5-7
  B. Man's sinfulness
    Isaiah 6:5; Genesis 6:5-6
  C. Man's repentance and God's forgiveness
    Isaiah 6:6-7; 55:6-7; Genesis 3:15; 32:28
  D. Man's call to service
    Isaiah 6:8; 34;16; Leviticus 19:18; Deuteronomy 6:6-9; 31:12-13

II. New Testament
  A. Conviction
    1 John 1:8; Mark 7:21-23
  B. Repentance
    1 John 1:9; Mark 2:16-17
  C. Forgiveness
    John 3:16-17; 14:6-7; Acts 2:38-39; 1 John 4:10; 1 Peter 2:24-25; Romans 5:18-19
  D. Service
    Mark 12:30-31; 16:15; Galatians 6:14; Hebrews 12:1-2; 1 John 4:7; 1 Corinthians 9:24; 1 Colossians 3:12-17

The Practical Information Period—thirty minutes.

The theme for this period may be "The Place of Worship in the Sunday School." The discussion could appropriately center on the importance of helping the children in the various age groups toward meaningful worship experiences. Possible resources would include (may be ordered from Augustana Book Concern):

The Teaching Ministry of the Church—Smart, pp. 119-122

We Learn to Teach—Storvick, pp. 81-84

Ways of Teaching—Andersen, pp. 124-128

Teaching Nursery Children—Reisz, pp. 15-17

Teaching Beginner Children—Bunge, p. 9-10

Teaching Primary Children—Gouker, pp. 13-17

Teaching Juniors—Weber, pp. 16-18

Guiding Intermediates—Bowman, chapter 5

TTT School Chart II (available from Board of Parish Education).

Departmental Study and Planning Period—at least sixty minutes.

For this period the teachers of each department should meet separately. Each teacher will need the fall quarter lesson material and this issue of THE CHURCH SCHOOL TEACHER. (See the "Helps" articles for the departments.)

The teachers under the direction of the department leaders should study and make plans for teaching the next month's work. The study may consist of the following:

1. A discussion of the unit as a whole.
   a. Biblical bases and aims.
   b. Activities and materials needed.
   c. Plans for worship.
2. Detailed plans for each lesson in the month.
3. Preparation of materials needed.

► For Your October Meeting

The purpose of the meeting in October would be to make plans for the November Sunday school sessions.

Bible Study—thirty minutes. The theme is "The Christian and the Law."

Introduction—Galatians 3:24

I. The law
   A. The purpose of the law
      Romans 3:20; 7:7
   B. Fulfillment of law required
      Deuteronomy 5:32-33; 6:4-9
   C. Special practices under the law
      Exodus 13:1-10; Deuteronomy 11:18-21; Numbers 15:37-41
   D. The challenge of the prophets
      Joshua 24:15; 2 Kings 17:13; Isaiah 55:6-7

II. Faith
   A. Christ, the fulfillment of the law
      Matthew 5:17-20
   B. Righteousness manifested

through faith
Romans 3:21-26; Ephesians 2:8
C. Warnings against hypocrisy
Matthew 6:1-8; Mark 11:25
III. Witnessing
A. Duties of the New Life
Matthew 6:33-34; Colossians 3:16-17
B. Practices in Christian religion
1 Corinthians 11:23-26; 16:2
C. Thanksgiving
Psalm 46; 75:1; 95:6-7; 100:4-5; 107:1-3; 119:9-16; 124:8

The Practical Information Period—thirty minutes.

"The Value of a Presession Period" could be the topic of this discussion period. Some questions which should be discussed are: What are the reasons for a presession? What are some activities that would fit into this period? How can this period be kept related to the day's theme? How can such a period become an integral part of the Sunday school hour?

Suggested resources are:
God's Master Builders—Nolde and Hoh, p. 29-30
We Learn to Teach—Storvick, pp. 117-119
TTT School Chart II.

Departmental Study and Planning Period—at least sixty minutes.

Study and plan for the next month's work. See suggested outline for the September meeting. Refer to "Helps" articles in this issue and the October issue of THE CHURCH SCHOOL TEACHER.

► For Your November Meeting

The purpose of this meeting would be to make plans for the December Sunday school sessions.

Bible Study—thirty minutes. The theme is "A Continued Story."
Introduction—1 John 4:10; John 3:16
I. God prepares the world for Christ
A. First hint of redemption
Genesis 3:15
B. Christ to be descendant
1. Of Abraham
Genesis 12:3; 18:18; 22:18
2. Of tribe of Judah
Genesis 49:8; Micah 5:2
3. Of the house of David
2 Samuel 7:12-15; Isaiah 9:7; 11:1-10; Psalm 132:10-17
C. Governor's decree
Luke 2:1-5
II. "In the fulness of time"
A. Christ comes to the world
Luke 2:1-20; Isaiah 9:6; John 1:14
B. His purpose in coming

Isaiah 53; Galatians 4:4-5; Ephesians 1:3-10

III. "Forever and ever"
Hebrews 13:8; Revelation 1:8; 22:13

The Practical Information Period—thirty minutes.

This discussion period could center around the theme, "The Church at Study," considering the preparation and use of a lesson plan and the implementation of that plan in the class session. The following resources give suggestions for information on the subject:

God's Master Builders—Nolde and Hoh, chapter 3

Ways of Teaching—Andersen, pp. 26-29

We Learn to Teach—Storvick, chapters 7 and 8

Teaching Beginner Children—Bunge, chapter 5

Teaching Primary Children—Gouker, chapters 4 and 5

Teaching Juniors—Weber, chapters 4 and 5

Teaching Intermediates—Fagerlin, chapter 4

TTT School Charts II and III.

Departmental Study and Planning Period—at least sixty minutes.

Study and plan for the next month's work. Refer to the outline for the September meeting and the "Helps" articles in this and the November issue of THE CHURCH SCHOOL TEACHER.

Helps for Teachers of Kindergarten

by Elaine S. Olson

Based on Christian Growth Series Kindergarten 2, Fall Quarter

IF YOU are a new teacher of Christian Growth Series you will be pleased to know that the material is generally presented in units, rather than lesson by lesson. This is a great help to the learners, who get the advantage of the continuous repetition necessary to learning. It is also a help to the teachers who can fit the unit together, piece to piece, block upon block, to make the learning a vital experience for the children. The purpose of the first unit of this fall quarter is to help the children understand what means God uses to talk to us and how we respond to His speaking.

The new teacher will also discover that the Christian Growth Series recommends unit *activities*. Unit activities serve a variety of purposes. They give continuity to the lessons, they serve as review for those pupils attending regularly, and help those who have been absent to catch up.

If the individual unit activity described on page 16 is to be used it should be started during the first session of the quarter. If there are many children in the department arrange with the church office to have the Bible verses mimeographed. All verses may be on one stencil so that the number of sheets run off is determined by the number of children in the department plus the number anticipated for new pupils. With this plan the verses as well as the colorful trimming will be pasted on the notebook pages. The book may be called "My Bible Verse Book."

A mock television set for a group activity is described on page 5. It may be well to wait until Session 3 to introduce this. The mounted pictures used in this review may be those which previously have been on the bulletin board. The description notes that the value of this activity is in the conversation which is a part of it.

Such an activity also recognizes the value of repetition.

Does it disturb you that "The World Tells Us About God" is illustrated by snowflakes? If there is no snow in your community at this time possibly the class can learn by discussing the beauty of the colored leaves and marvel at God's plan of changing the seasons. There are numerous magazine pictures showing colorful scenery in the various seasons. Have several of these displayed on the bulletin board for the children to see and discuss as they come in. Point out how God makes these changes and how this helps the trees to get new leaves, to blossom, to bear fruit, to change colors and to drop their leaves as they rest for the winter. As you are explaining these things repeat the memory verse at appropriate intervals. Also insert the thought from Ecclesiastes 3:11 which is quoted in the note to parents. The class will learn these words without drill if they are repeated in this way.

Check Reactions

As the children are talking about God's plan for the seasons watch to see their reactions to the wonder and marvel of God's creation. It may be an appropriate time to encourage them to give sentence prayers thanking and praising God for all these things. Such acts of spontaneous prayer are meaningful because they give immediate expression to the child's need for worship.

An appropriate song to teach the class in worship preparation is "Summer Flowers Are Sleepy." (From Poulton's *Songs for Preschool Children,* Standard Publishing Company, available from Augustana Book Concern.) Talk with the class about God's planning for the flowers also. They change with the seasons and rest during the winter. Sing the song for the class. Then have them sing it with you several times.

Kindergarten Mural

A mural may be made of the four seasons showing how the trees and flowers change. Discuss with the class the making of the mural. Have four large sheets of heavy paper and sufficient crayons. Indicate to them that each sheet will have a picture from a different time of the year. Help them to recall the names of the four seasons and call each group by its season name. The class may be divided into four groups to make the four-part mural. Plan with the class the details which the scenes should have in common, probably a hill, a river and trees. Individual groups may add appropriate details, for example, a bird's nest in spring; a big shiny sun for the summer; in

the fall, fruit on the trees or piled in a basket; and a snowman in the winter.

While the class is working stimulate conversation about what they are doing. In your lesson planning determine the amount of time to be spent in creating the mural.

When the mural is ready to be hung have the children point out how the scenes represent what God does every year. Probably each child should be permitted to talk about one section of the mural. Help the children to use the words from today's Bible verses in telling about these wonders.

The discussion of God's plan in the seasons will prepare the child to have a sense of awe and wonder toward God's world at the time of the first snowfall.

Learning to Worship

Guide the children in selecting what will be used in the worship service. Help them recognize that the Bible verses which have been repeated will be appropriate. Also, get them to suggest singing the song which they have learned earlier during the period. Prayer may be given by the teacher or by certain pupils. The teacher must know the class well to decide this.

The lesson leaflet should be used for a home-church contact. Point out to the children where their Bible verses are printed. Tell them that they can read the verses for their parents when they get home, and their parents can read the story about snow to them. Encourage the children to tell their parents about what God plans for the various seasons, and if they can, to sing the song they have learned. today.

The Best use

More may be said here about the use of the lesson leaflet each Sunday. When the picture will be helpful to get the children to retell the story, mount it on colored construction paper. The picture thus mounted will be easier to handle than the flimsy leaflet and will look larger and more important. Oftentimes the mounted picture may be placed on the bulletin board the following week to be used for recall and review.

Take advantage of Session 4 to give the children in your class some information about the church. Are you celebrating a church anniversary? Or dedicating a new educational unit? Or is yours a mission congregation which has been organized within the lifetime of these children? Make the information alive when you tell it. The right sort of pride in their church will help these pupils to be missionaries in the community.

The pictures of your church suggested for this session may come from old bulletin covers or anni-

versary folders. Be watchful for this sort of thing for your picture file.

Old lesson leaflets, both primary and kindergarten, will help to supply pictures needed in Session 5. If there is an artist among your church members he may be willing to draw or paint a set of figures, twelve to fifteen inches long. They can be backed with small pieces of sandpaper and displayed on a flannel board. In one church where this was done there was much satisfaction for the artist, the teacher and the class in the creation and the use of the figures.

The mock television set may be used for review during presession time of the last session of the unit.

Do not underestimate the value of teaching the meaning of the Great Commission to kindergarten people. One of the missionary pastors of our church tells that his decision to serve in this way was motivated by teaching he received at the age of six.

If there are absentees in this last session i n s e r t the last verse for them in their Bible verse book. See that the child gets it during the week. Such a delivery may be the basis of a home call by the teacher. Every home represented in the class should get at least one call during the year.

Units B and C of this quarter are based on the seasonal themes of Thanksgiving and Christmas. If your observance of Thanksgiving comes during October plan to use that unit before Unit A. It is not too soon to plan how material will be used in a children's worship service for Christmas. Bear in mind the lessons in Unit C and the children in the class. There will be more suggestions about this in next month's "Helps" article.

May 1958-59 be a good year for you and your class.

Stories About the Seasons

The use of projected visual aids with kindergarten children is limited. As with any age group the preparation beforehand and the discussion afterward is what makes such aids valuable. A useable new set has been issued by Family Filmstrips. The kit is called *Stories About the Seasons* and includes "Playing in the Rain," "Picnic in the Country," "God's Autumn World" and "God's Care in Winter." The artwork is good and the narration is pleasing. Length? About right for a five-year-old's attention span.

These are available through Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota.

Helps for Teachers of Primary

by Sister Gertrude Hill

Based on Christian Growth Series Primary 3, Fall Quarter

THE THEME for Parish Education Month, "Come Into Our Home, Lord Jesus," appropriately prefaces the introduction of the fall quarter in the primary department. Teachers, note how the five tracts prepared for Parish Education Month stress the church-home relationships with regard to family and personal worship, study of the Bible, Christian family living, the home's responsibilities in the community and the world, and the home's relation to the church. These same topics are developed on the primary child's level in the three units of the fall quarter.

"The Bible and Christmas" is the title of the revised edition of the fall quarter. Three basic and important units comprise this quarter. Unit A, "Using the Bible," introduces the children to the uses of the Bible at home, in the church and around the world. Unit B, "Some Stories Jesus Told," acquaints the children with four parables Jesus told to illustrate his concern for the "lost" and needy persons. Unit C, "Christmas in Many Lands," features the message of joy in celebrating Christ's birth. These three units demonstrate both the content and procedures in teaching, in that the Bible is the basis of teaching, the parables of Jesus illustrate an effective method of teaching, and the missionary emphasis of the Christmas message defines the scope of Christian education.

The first step in lesson preparation is to survey the entire quarter by reading all of the Teacher's Guide and the lesson leaflets. This procedure is necessary in order to grasp the general content and plan of the unit studies and the individual sessions.

A more detailed study of the units and individual sessions will

necessarily follow the general study of the Teacher's Guide and the lesson leaflets. You will find it helpful and time saving to underline pertinent reminders as well as make marginal notations while studying the lesson plans in detail.

Using the Bible

While studying the four sessions in Unit A, you discover the unit aim is to show primary children where and how the Bible is used. The Biblical bases for these sessions are from the four gospels in the New Testament and Deuteronomy, the fifth book of the Old Testament. It would be well to show the primary children the location of these books in the Bible. The Bible references for the stories and memory verses can be located as they are discussed in the class sessions.

A drill in memorizing the names of the four gospels—Matthew, Mark, Luke, John—and the first five books of the Law in the Old Testament—Genesis, Exodus, Leviticus, Numbers and Deuteronomy—can be done in an interesting manner. Two bookshelves are sketched, one at each side of a sheet of paper or on the chalkboard. Draw five books, representing the books of the Law, stacked on the bookshelf to the left of the page. The names of the five books are lettered on the back of the books. Likewise four books to represent the four gospels are sketched on the bookshelf to the right of the Old Testament group and labeled in their respective order. By imagining these books as a collection of books on bookshelves, primary children can readily memorize the names of these nine books and locate them in the Bible. This type of drill needs just five minutes of review for the first few Sundays. This is an excellent procedure to use with the new primary classes in the fall.

A Way of Discovery

Session 1 deals specifically with the use Jesus made of the Bible in his home, at school and during His ministry. Since this will be the first session with the new class members it would be worthwhile to plan a pictorial review of Jesus' life and activities before telling the leaflet story. This will provide a way of discovering how much the children remember about the activities of Jesus. Unused leaflet pictures or a set of pictures on the life of Christ would be a means of stimulating such a review and discussion.

This pictorial review can lead very naturally into the story of how and where Jesus used the Bible. Underscore these two suggestions in your Teacher's Guide regarding the presentation of the Bible story: "*Tell* the story in the

leaflet" and "Distribute the leaflets *after* the story is told." Teachers have discovered that better attention and response is given to the story and the story teller when there are no materials in the hands of the pupils to cause distractions.

At this time of the year first graders do not read orally as readily as do the second and third graders. First graders can use the leaflet more as a picture study during the class session. Actually, the leaflet is to be used as a follow-up or "take home" activity so that the parents and primary child can review the Bible story during the week.

Scroll or Mezuzah

An interesting activity for the first session would be to make a replica of something which was familiar to Jesus in His childhood, such as a scroll or a mezuzah. A scroll is easily made by fastening a stick to each end of a ruled sheet of paper. On the ruled paper the children copy the memory verse from the leaflet. The older pupils may find it more interesting to make a mezuzah. The mezuzah was a small wooden or metal box containing a small roll of parchment on which was written the passage from Deuteronomy 6:4-9. The mezuzah was fastened to the doorpost of every Jewish home as a reminder to the members of the household of their central religious belief. A plastic toothbrush holder or a narrow rectangular cardboard box could serve as the receptacle for the small roll of paper. Instead of copying the entire passage from Deuteronomy, verses 4 and 5 could be copied as a summary.

Sessions 2, 3 and 4 emphasize more of the present-day usage of the Bible in the home, in the church and around the world. These sessions will be personal and practical.

For Family Devotions

Session 2 is especially challenging for it offers opportunities to encourage Bible reading and family devotions in the home. The Teacher's Guide suggests making an eight-page devotional booklet. The children select a picture to paste on the cover page. For each day of the week, the children copy a Bible reference, selected by the teacher or the pastor. The song, "The Word of God Shall Guide My Feet," suggested for this unit, could also be copied in the booklet. This would give the family an opportunity to learn and use the theme song in the home. Just sending home a devotional booklet will not suffice in accomplishing the aim for Session 2. You will need to encourage the children to participate with their families in daily devotions. Also, have the children tell about their devotional

experiences at a sharing session on the following Sunday. This type of home assignment should not be forced upon anyone, but certainly should be encouraged.

The next session emphasizes the use of the Bible in the church services and the activities of the church. You can make Session 3 an informative and interesting one. The primary department could sit together during the church service in carrying out a follow-up of their Sunday school lesson. Of course, there will have to be adequate preparation during the Sunday school session, explaining how the Bible is used at the church service: in the epistle and gospel texts, in the message of the sermon, for hymn and anthem texts and as text material for the responses in the Order of Service. This type of preparation will make the church service more understandable and interesting to the children of the primary department.

The last session of Unit A emphasizes the use of the Bible around the world. Session 4 aims particularly to help the children realize that there are many people who have not heard or read the messages of the Bible. Since children are especially interested in other children the session is developed mainly with our concern that children of other lands have the Bible so they can learn to know Jesus.

Some interesting books to place on the browsing table for use with Session 4 are picture storybooks from the series, *Around the World Picture Books.* Two of the books, *Children and Their Homes Around the World* and *Children at Worship Around the World,* correlate with the emphasis of Session 4, the concern for children of other lands. Another helpful book is *My Story Book About the Bible* by Mabel Neidermeyer. This book has twelve illustrated stories telling how the Bible is used and enjoyed by children of many nations. These books can be secured from the Women's Missionary Society, 3939 Pine Grove Ave., Chicago 13, Illinois.

Next month's issue of THE CHURCH SCHOOL TEACHER will outline and explain the content and procedures for teaching the sessions in Unit B of the fall quarter.

Helps for
Teachers of Juniors

by MARY NORDLUND SHUEY

Based on Christian Growth Series Junior 3, Fall Quarter

THIS quarter is the last in a series of three, covering the Old Testament in chronological order. Referring to "'Christian Growth Series at a Glance," review the curricular plan of the junior department. The information given on this sheet has served as an "eye-opener" to many teachers. If you or your superintendent do not have this informational sheet, write the Augustana Book Concern, Rock Island, Ill., for it.

Before launching into "Prophets, Kings and People" plan to review the two previous fall quarters. The first quarter, "Patriarchs and Leaders," includes stories of leaders from the period of Adam through the time of Moses. The second quarter, "Conquerors, Settlers and Kings," begins with Joshua leading the Israelites across the Jordan River to the Promised Land and continues through the period of King Solomon building the temple in Jerusalem. In the current quarter some of these leaders are listed on the first page of Session One. Perhaps the arrangement could be made for some assigned fifth or sixth graders to present to the entire junior department a review of the story of these leaders and how God guided and provided for the needs of His people. To augment the presentation they could use a series of pictures of these leaders, a time line, a pictorial map or any other project which they may have made during the original presentation. *This is the first time that the Bible leaders will be presented to the fourth graders in a chronological order.* However, the names of these leaders will not be new to them.

The following are some addi-

tional suggestions you may wish to consider for your review: (They have been given us by Sunday school teachers.)

Suggestion No. 1. Two years ago, a time line similar to the one shown on page 83 in Keiser, *Here's How and When,* was made by the class. The line, representing the whole Old Testament, was divided into three sections. On the first section were hungs cards with illustrations and names of the leaders presented in Course 1, fall quarter. This time line was then put aside until last September when it was brought out to serve as a review. The next year when Course 2 fall quarter was being studied, similar name cards for the leaders of Course 2 were added to the line. In September of this year the time line will again be brought out to motivate the review of leaders from the period of Adam through the time of King Solomon.

Suggestion No. 2. A chart similar to the one on the first page of Session One will be made and posted on the bulletin board some time in September. Pupils from the fifth and sixth grades will volunteer or be assigned to give a few-sentence report of the contributions of these leaders. When the report is being given the pupils will indicate on the map (one made last year) the areas in which the leaders served. In most cases this review will be presented on the day the new quarter is introduced.

Suggestion No. 3. A series of pictures of the suggested leaders will be posted, chronologically incorrect. The pupils will arrange them correctly, as far as possible, and give reasons for the arrangement. This plan will not be used for the fourth grade. For them the pictures will be arranged correctly.

A Picture File

Some teachers perhaps will say, "Where do we get all the pictures?" It is hoped that every church school has a picture file for class use. If your school doesn't have one, talk it over with your superintendent and other teachers. Solicit the help of other organizations and of "relatives and friends" to collect pictures from calendars, magazines, bulletins, leaflets, etc. At some designated time sort and file these pictures under various subject headings. If the file is kept up by constantly adding pictures, it will be valued not only as a resource place for pictures but also as a time saver! A teacher once said she had spent a couple of hours trying to find a picture of the Good Samaritan to use for a particular Sunday. The week following she found an old leaflet with the exact picture for which she had been looking! Has this ever been your experience? A

small rural church in Kansas has an excellent picture file. The pictures are in many manila folders under assorted subjects. These folders are placed alphabetically in a strong paper box.

After the review, introduce the new material by letting the pupils page through the Study Book, noting the title of the units and the individual lessons. Briefly discuss the suggested activities and the purpose of the course.

One Message

Note that "Prophets, Kings and People" is divided into three units. In each unit the message of each prophet is basically the same: it admonishes the people to serve the one living God and warns of the impending doom if they continue to live in sin. Point out that this message has continued to be the same throughout the centuries. Elijah said, "How long will you go limping with two different opinions? If the Lord is God, follow him; but if Baal, then follow him." Jesus said, "No one can serve two masters. . . . You cannot serve both God and mammon."

Saying that this quarter covers the last third of the Old Testament may be confusing because of the great number of pages included from the Bible. Help the juniors to understand that one book in the Bible does not follow the other chronologically, but that many incidents mentioned in the various books took place simultaneously. For example, see 2 Kings 20:1. The books of Kings give the historical incidents concerning the kings. The books bearing the names of the prophets, on the other hand, record the messages those prophets preached and wrote during the reign of the kings.

Unit A, titled "The Prophets Stand Firm," is based on 1 and 2 Kings and deals with the division of Solomon's kingdom and with incidents in the Northern Kingdom. Unit B, titled "Kings and People Suffer," includes the study of two kings of the Southern Kingdom, the Babylonian captivity and the rebuilding of the temple. Unit C, "The Prophets Speak," has to do with prophets such as Isaiah, Jeremiah, Ezekiel and the warnings given to the kings and people.

O. T. Middle East

All the lessons in this quarter will appeal to the juniors because the stories practically "explode with action"! Set the stage carefully for the introduction of Unit A. Session 1 becomes a real challenge to you as teacher because of the many things to be done on this day. As is stated before in this article, it is important to bring the class up-to-date on what has taken place previously. Help the class to sense the discontent of the people because of the heavy taxes imposed

by King Solomon and because of the lavish luxury in which he personally lived. When King Solomon died the people hoped that their new king would lighten the burdens. Jeroboam, who had lived in Egypt during Solomon's reign, returned to Palestine to lead the people in their protest against the abuses imposed by King Solomon. It is interesting to note that the names of the two kings of the Divided Kingdom are so much alike. Help the juniors to distinguish between them. A brochure containing a bird's eye view of Bible history will be helpful to you and the class. The title of the brochure is "A Fresh Approach to Bible Reading" and it can be secured from the Board of Parish Education at 3¢ each.

Buzz Session

Have you ever tried the buzz session method with the fifth or sixth graders? Try it for Session 1. Decide how many portions you plan to have discussed. Divide the class into groups and assign a portion to each group, such as 1 Kings 12:4-14, 1 Kings 12:18-24, "New Places of Worship" etc. Permit each group to arrange themselves convenient for conversation. Let them "buzz" for five to ten minutes, reading the Scripture and deciding the answers. Then call the class together and let a spokesman for each group share its findings.

This method should not be used with the fourth grade at this time. Special emphasis should be given by their teacher to help them feel at ease in the junior department. It may be necessary for you as the fourth grade teacher to help the children find the Bible references and also to tell part of the story. In preparing your lesson, plan to read the story of the Divided Kingdom in a Bible story book, such as the new Egermeier's. This will help you to speak in children's language.

Several of the stories in Sessions 2, 3 and 4 lend themselves well to dramatization. Try it!

The Bible verses to be memorized for this unit are Isaiah 6:1-8. Plan to read the entire portion to the class on the first day. Let the class members follow along in their Bibles.

Today the eyes of the world are turned toward Israeli and its neighboring countries. Be on the alert for the news found in magazines and newspapers. The study of these lessons should help to give meaning to the current happenings in those lands.

Books mentioned are available from Augustana Book Concern, Rock Island, Illinois. The brochure mentioned may be ordered from the Board of Parish Education, 2445 Park Ave. So., Minneapolis 4, Minn.

Helps for Teachers of Intermediates

by Ruth M. Swanson

Based on Christian Growth Series Intermediate 3, Fall Quarter

AT THE beginning of a new church school year it is profitable for us to get a bird's eye view of the entire year's work. This fall we begin the chronological study of the New Testament. This is a carefully planned study covering the first three quarters of the year. This fall quarter may be regarded as an introductory one providing an understanding of the life and times of New Testament history. During the winter quarter we will deal almost exclusively with the life of Christ presented in terms of God's way of salvation for man. In the spring we will conclude the New Testament story with the study of the epistles and New Testament prophecy. The year will close with a personal preference study in which the pupils will be encouraged to compile their own "treasure chest" of Biblical and other religious material.

The next logical step in preparation is to become acquainted with this quarter's material. This introductory work, under the title, "This Testament of Mine," is divided into four distinct units stressing such points as the New Testament canon and languages; the life of the Jews and the Gentiles; the Jewish religion and early Christian worship; the kinds of writing in the New Testament. During this study we will be concerned especially with the sixth desired outcome of Christian Growth Series, namely, *Use of the Bible,* but as our author points out all the other outcomes will be involved as well.

In looking over our Teacher's Guide we notice a simplified session plan included in each session. This three-step outline is a practical procedure—starting where the pupils are and arriving at our goal.

As we prepare each lesson we will need to arrange the suggestions given in the Teacher's Guide

to fit into each step of this plan. A new year's resolution for the new church school year might be to make better use of our Teacher's Guide. We should resolve to make it *our* plan book with marginal notations of our adaptations of the suggestions given by the author.

A series of articles on "Our Bible, How It Came to Us" will appear in TEEN TALK this fall. Although this concerns the Bible as a whole, it will give background for this quarter's work as well. Alert the boys and girls to this informative series beginning October 19.

Familiar Ground

Now, let us look into the quarter's first unit, "Bookmaking," more closely. We will recognize that the subject matter is more familiar to us than that of the Old Testament which we studied last year. Undoubtedly, this will be true for our pupils also. We will need an effective, fresh approach to appeal to these 'tween-agers of the intermediate department. Diligent use of a Bible atlas, a commentary and a dictionary will give us a better understanding of our subject, as well as furnish us with resources on which to draw when we meet our class on Sunday morning. However, not only should we think of the knowledge we want them to acquire but also, and probably more imporant, the personality growth we want to encourage and accomplish. The aims assigned to each lesson by the various authors may need adaptation to meet the special needs of our intermediates. Those aims must be especially *ours,* speaking to the needs, problems and aspirations of *our* class. If we encompass them in our thinking as we plan our lessons, they will be at the very center of our class sessions and dominate the learning experiences with a resultant Christian growth for both pupils and teachers.

Through the three lessons of this unit we should develop the understanding that the New Testament is a collection of books originally written in several languages by several authors.

"Family" Groups

We will begin with a bird's eye view of the entire Testament. This first lesson should help our junior-highs to an acquaintance with the "family" grouping of books, the authors and the time covered by the New Testament.

Maps of Palestine and the Mediterranean countries will facilitate the discussion of the locale of New Testament activity. The use of commentaries during the supervised study period will add interest to the class discussion and develop the pupils' ability to use outside re-

sources. Encourage the intermediates to use the study skills they have acquired in public school.

In introducing the section, "Something to Do," found in each lesson it would be well to use a short book, such as Philemon, and work out with the class the answers to the three questions outlined in Session 1. Obviously, the third question is not relevant to the Epistle, but even that may arouse the curiosity of the boys and girls. They will be anxious to read a book in which they will find answers to all the questions.

History of the N. T.

A scroll, pictures of ancient manuscripts of the Scriptures, perhaps a copy of *The Dead Sea Scrolls* by Burrows on the browsing table will serve to bring the thoughts of the class back to the time before printing and help them to realize the difficulty involved in collecting the twenty-seven books of the Testament. The story of how we got the New Testament will be readily and logically developed by following the outline in the Study Book. Supplement the class discussion with information from the Teacher's Guide, commentaries and Bible dictionaries. Refer to such words as *New Testament, canon, scroll* in a dictionary and to sections of a commentary relating to the history of each book. Some members of the class might be given an assignment to report on the life of some of the early church leaders. Someone may have kept the October 10, 1956, issue of TEEN TALK which had an article on Polycarp. Other resources would be encyclopedias and Bible dictionaries.

Languages of the Bible

A consideration of the languages of the Scriptures of yesterday and today will complete this unit. This lesson will be more meaningful to the boys and girls if we could have, for display, copies of the Bible in various languages. Enlist the pastor's help in securing Greek, Hebrew and Latin Bibles. Persons in the community may have Bibles in other foreign languages. The American Bible Society has descriptive materials available regarding Scriptures in various languages which would be pertinent to this lesson. Your pastor will have the address of the nearest ABS office.

In this connection we can bring a missionary emphasis into our lesson. The point of beginning would be the spirit of the early church as suggested in the section, "Since Then," in Session 3, then briefly outline the spread of the gospel to the missionary activity of today. *Augustana Missions 1958* will give you current information on our home and world fields.

Although *Catechism* correlation has not been definitely indicated for this unit, the third article of the Creed and Luther's explanation is appropos and can be used with good effect.

Next month we will continue this discussion considering the next two units of the quarter regarding the manner of life and worship of the Jews and the Gentiles.

Subscriptions to TEEN TALK *and orders for* The Dead Sea Scrolls *may be placed at Augustana Book Concern, Rock Island, Illinois.* Augustana Missions, 1958 *may be ordered from the Board of World Missions, 2445 Park Ave., Minneapolis 4, Minn.*

Helps for Teachers of Seniors

by ANNETTE L. JOHNSON

Based on Christian Growth Series Senior 3, Fall Quarter

"CHRIST in the Bible" is the over-all theme for the current year's course for the senior department. The fall and winter quarters will deal with the Old Testament; the spring and summer with the New Testament. The year's course is intended to give a thorough review of the Bible and have the seniors make a permanent appraisal of the significance of its various parts as measured by the Gospel of Jesus Christ.

The fall quarter examines the Old Testament in the light of Christ in Old Testament history. This should be a challenging quarter for both teacher and pupil. If you find that you are lacking in knowledge of Old Testament history, this quarter will give you a real opportunity to be a learner right along with the seniors.

Read through carefully the Study Book and Teacher's Guide at the beginning of the quarter. Give special attention to pages 5 and 6 in the Teacher's Guide, "Getting the Most Out of the Quarter." As you read the quarter's three aims and also the aims for the sessions, think of them in terms of what they will mean to the seniors. Don't forget to let the seniors have a part in setting up the aims. This can usually best be done by means of a committee of seniors working with the teacher. If the class is small, the entire class can help. The fall

uarter is a very comprehensive tudy of Old Testament history. Each session covers a considerable mount of Biblical material. The nore of it you read, the better pre-ared you will be to guide the iscussion and answer the ques-ions of the seniors. Since time vill not permit the reading of all he Biblical material in class, you n u s t read the material carefully nd select the parts that should be ncluded in the class sessions.

Resources

Try and become familiar with naterial in addition to that given n the Study Book and Teacher's Guide. The f o l l o w i n g books hould be helpful to both teacher nd pupil: Alleman, *The Old Tes-ament—A Study;* Cooper, *The Story of the Old Testament;* egerhammar, *They Walked with God; The Revised Standard Ver-ion of the Apocrypha;* a concord-nce; commentary; Bible a t l a s, Bible dictionary and the *Cate-hism.* Copies of THE CHURCH CHOOL TEACHER for November 56, January, February, April and May '57 carry a series of articles ntitled "A Brief Survey of the Old Testament" by Carl Ander-on, which should prove helpful. You will a l s o find helpful the ract, "A Fresh Approach to Bible Reading," by John C. Trever. Copies may be obtained for 3¢ each ($1.50 a hundred) from the Board of Parish Education, 2445 Park Ave., Minneapolis 4, Minn.

At the beginning of the quarter, by some exploratory means, try and determine what the seniors remember from their previous studies of the Old Testament. This might be done by means of a quiz similar to some of the quiz programs on TV. More time m i g h t be given to something such as this at a Hi-League meeting. Some type of exploratory quiz will help in determining which aims should receive the greatest emphasis.

In most instances, the seniors should be familiar with the Old Testament stories, so the emphasis would best be placed on the understanding of the story and its meaning in the lives of the senior today rather than facts and details.

Appetizers

Assign the first eleven sessions to committees or individuals. Each committee or individual will then be responsible for presenting in an interesting way a quick review of the story in the session assigned to them. This could be done by telling the story, role-playing or a short skit. Whatever method is used, it should be done quickly so that the c l a s s can get into the deeper meaning of the story.

Assigning the Biblical references

to buzz groups will make it possible to cover more of the references in the short period of time most classes have. Assign the material that is not read during class to be read at home the following week.

Reports on some of the less familiar Old Testament characters might be prepared and presented by the seniors. The assignment of these reports should be made early in the quarter. Such information may be obtained from Bible dictionaries and commentaries.

This quarter is not divided into units, but the first five sessions might be considered one unit. This unit might be called "Beginnings," since it begins with the story of Creation and leads up to the period of Moses and the Exodus.

You Can Help Them

Session 1 covers the first five chapters of Genesis. The seniors should be very familiar with the creation story itself. This session should help them better understand the interpretation of the chapters included in the session, including man's fall and God's plan for his redemption. Be careful that this does not become a period of argumentation over details in the creation story. The senior has reached a period in life when he is thinking more deeply. Thus, he may begin to question and doubt what he has accepted before. Try to anticipate questions that may be asked by the seniors. Be prepared to help the seniors answer these questions through the Bible study.

The Old, Old Story

Some seniors may be confused in regard to science and religion. Help them to understand that there is no conflict between science and religion over the origin of the universe and human life. Point out that religion goes beyond the field of science. Emphasis should be on the *Who* and *why* of Creation rather than on the *how*. Have the seniors consider the difference it makes in the way one lives to know that God is the Creator. Ask the seniors to repeat the First Article of the Creed and its Explanation. *Catechisms* should be available for this, should they not be able to repeat it from memory. More time should be spent on the Genesis account of man's rebellion against God and his fall into sin than the creation story itself. Remind the seniors that the entire plot of the Old Testament centers around the promise of God. As they study the Old Testament help them to see the unfolding of God's promise and mankind's need for a redeemer. Genesis 3:15 is the key of this promise in this session. Parallel the results of dis-

bedience, jealousy, and worship of ther gods in Old Testament times vith how these things affect our ives today.

Session 2 covers Genesis, chapers 6-11. The details of the flood re not so important, but rather God's covenant with His people. Genesis 9:13 points out God's romise in this session. In preparation for this session, read with pecial care the section under Gensis 7:19-23 on page 13 in the Teacher's Guide. If time permits, nake use of the suggestion in the Teacher's Guide to have the class ompose a prayer that Noah might ave prayed before the altar which e built in gratitude to God.

Session 3 gives an account of the rst patriarch, Abraham, and here lso is the beginning of the plot of he Old Testament. Begin the session by talking about ancestry. Then lead into the discussion of Abraham and his descendants. This session would lend itself to ome role-playing. (See the March CHURCH SCHOOL TEACHER for uggestions on role-playing.) Emhasize the part faith played in the fe of Abraham and consider the art faith and obedience can play n the lives of the seniors today if ney have the faith and obedience o God that men such as Abraham ossessed. The verse with a promse in this session is Genesis 22:18.

Session 4 covers Genesis 27-35. This session should remind the seniors of the constant need for renewal in Christ. There are some incidents in these chapters that might be role-played, such as Esau selling his birthright, Jacob's experience with Laban, and Jacob returning to his homeland. God's promise to Abraham and Jacob is confirmed in Genesis 35:9-15.

Session 5 completes the story of Genesis and begins the study of the book of Exodus. This session points out the part Joseph played in the fulfillment of God's promise. Joseph being sold into Egypt and Joseph meeting his brothers would make good incidents to role-play. Remind the seniors that even today God uses men like Jacob and Joseph in His divine plan, therefore man must be receptive to God's Word.

Call the attention of the seniors to two articles that will be appearing in several issues of TEEN TALK beginning with the October 12 issue. These articles, "How the Bible Came to Us" and "Wake Up the World," might be incorporated into the discussion this quarter.

Suggestions for the next four lessons will appear in the October CHURCH SCHOOL TEACHER.

Subscriptions to TEEN TALK *and orders for texts mentioned may be placed with Augustana Book Concern, Rock Island, Illinois.*

Conferential

● *Things are happening in our conferences parish education-wise. Pastor Shogren was asked to report for the land of sunshine. It's a challenging report.*

California Conference in Action

by HARRY L. SHOGREN

WE submit this article on behalf of the Commission on Service to Congregations, one of the groups of the "six commission plan" under which our California Conference is now operating. A sub-committee of the Service to Congregations Commission, entrusted with the task of the parish education program, will attempt to put into practice a resolution passed at the Conference meeting. This resolution reads as follows:

> "Resolved, that the Conference Parish Education Committee of the Commission on Service to Congregations arrange a TTT program within the Conference, calling upon leadership from the Department of Parish Education of the Augustana Church, and using teacher training material (including filmstrips) now available, in an effort to bring such training to the local Sunday school teacher."

How shall this directive from our churches be discharged?

Let us start with the ideal: There should be a highly qualified person in each church appointed to instruct teachers. There should be a course taught to new teachers. There should be a refresher course for veteran teachers. The teacher

---

The Reverend Shogren is pastor of Augustana Church, Phoenix, Arizona. He is a member of the California Conference Service to Congregations Commission.

conducting this training course in the local church should be prepared in district or sub-district training sessions led by the staff members from the Board of Parish Education in Minneapolis. It may be necessary to settle for one trainer for every two or three congregations, though this would not be the ideal. The trainer need not be a member of a Sunday school staff at the present time, but should sense the importance of parish education and the need for trained teachers.

Why make this special effort to train a few teachers in our districts, or better yet, one in each congregation? Because a TTT school held for a few days in succession or enough successive evenings for beneficial instruction cannot be attended by all teachers. Furthermore, the great turnover of teachers and the need for refresher courses in Sunday school requires that one person be prepared as a training instructor who can be at work constantly. We believe that those who have taught for years would welcome a few Sundays' leave of absence while relieved by substitute teachers, so that they might be renewed by a refresher course.

Outlay Brings Intake

If no teacher who is capable or willing can be secured in the Sunday school, some scouting around may discover one in the congregation who would prepare for teacher training. It may be a public school teacher or someone else with a college training just waiting to be challenged. Some expense will be involved in supporting this person at a place of training for a number of days. However, the few days involved would not be too great an outlay for the improvement of our church school. It would, of course, be understood that the teacher selected and trained should feel under obligation to serve for a number of years.

We are aware of the fact that we are striving for the ideal and that there is no easy road to attain it. However, we believe that our church councils, pastors and teachers see the value of such a training program. Certainly, it is not beyond the possibility for any district or congregation to have the advantage of well-trained teachers if it becomes a co-operative venture.

Sharing

Let us recognize that some congregations will find it impossible to secure a teacher to prepare as instructor. A little concern in this case should bring help from a more fortunate congregation. These churches, we are sure, will share their opportunities with neighboring congregations.

The course for instructing the teacher trainers will have to be decided upon by the Board of Parish Education. The course, however, must recognize that more needs to be done to give our teachers a better grasp of the Christian Growth Series, for we believe that our own Christian Growth Series is a great course. Our teachers need to know what CGS covers, its continuity, how it should be taught to the Sunday school classes. We know that our staff at Minneapolis is prepared to give us this instruction by means of lectures, study groups and filmstrips.

Fellow-teachers! We are "stewards of the mysteries of God"; we have the finest Sunday school material that has been produced, and a willing and able staff of workers at Headquarters. Let us, therefore, put forth the effort necessary to organize our teacher training in such a way that we receive the maximum good from our efforts.

Poet's Plea

O God, give me power
To sing my poor song
To the heart of a toiler,
Whose way is too long;
Let me whisper some cheer,
That will banish the night,
And lift up his eyes
In a wonder of light.

O God, let me murmur
The sweet of my lay
To the soul of a worker
Far down in the fray;
Let me whisper a hope,
That will banish despair,
And raise up his soul
In new strength in a prayer.

—Edgar Daniel Kramer
in The Lamp